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The Principal's Effective Leadership

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Abstract: The success or failure of an educational institution depends on the leader, the principal, because the principal is the spearhead of the continuity of an educational institution. Principal leadership is the ability of a principal to influence, mobilize, and inspire others by using strategies to voluntarily try to achieve goals. The principal who is effective in carrying out his duties is always committed to the school's vision as a guideline in managing and leading the school.

Keywords: *leadership, effective, principal*

A. Introduction

The principal is the highest leader who is the spearhead of the sustainability of an educational institution. This indicates that it is very important for a school principal to bring his educational institution to success or failure. It is not easy for a school principal to organize stakeholders in his school to run effectively as expected. The success or failure of education and learning in schools is strongly influenced by the ability of the principal in managing each component of the school. The ability of the principal is mainly related to their knowledge and understanding of management and leadership, as well as the tasks assigned to him because it is not uncommon for these failures to be caused by a lack of understanding of the principal's tasks. There are still many educational institutions that run their organizations running as they are without maximum targets or goals being achieved, so that the school will eventually be abandoned by the community and eventually out of business. There are still many principals who position their position only as managers (only directing the activities of others), so that there is no significant development in the education institutions they manage.

The leadership spirit of the principal is very important. Keith David in Badeni (2014, p.126), said that leadership is a universal phenomenon that is very important in organizations, both religious, political, business, education, and social. This is due to the interaction process to achieve the goal, the people in it need someone who can coordinate, direct, and facilitate these people to achieve goals, both individual goals and organizational goals. In the world of education, leadership is also needed because the three elements of leadership are influence / support (voluntary effort), voluntary effort, and goal achievement, a school principal must have. Because to be an effective leader as stated by Koswara and Halimah (2008, p.21), a school principal

must be able to influence all the school people he leads through positive ways to achieve educational goals in school. In addition to being knowledgeable, able to provide exemplary and high work ethic, a school principal must be able to build work cohesiveness internally, able to build work synergies with related outside parties, conduct a harmonious work approach by opening up and always responding to changes, objectivity evaluation and realizing the welfare of its members. With a humane approach, honing, caring, and nurturing, it is believed that the principal's leadership will be effective and this greatly supports the achievement of the outlined school goals (Koswara and Halimah, 2008, p.19-20). Whereas Rohmat (2010, p.20) says that leadership conducts projections as to whether the future is planned, guides organizational personnel in accordance with the vision and inspires all personnel in realizing the vision. A leader creates a vision and inspires others to achieve that vision and to develop themselves beyond normal abilities (Badeni, 2014, p.128).

Based on the above phenomenon, the author considers that effective leadership is needed for a school principal in advancing his educational institution. For this reason, the author raises the title of this paper about the effective leadership of principals.

B. Leadership

A person who has the ability to influence the behavior of others in his work by using power can be said that the person has carried out a process called leadership. This is confirmed by Gunawan and Benty (2017, p.543) who say that leadership is the ability someone has in directing, guiding and influencing and supervising people or groups, then making decisions or taking actions to achieve goals. Mulyasa also argues that leaders must be able to move, influence, motivate, invite, mobilize, and even punish, and foster, with the intention

that humans as management media want to work in order to achieve administrative goals effectively and efficiently (Koswara and Halimah, 2008, p.51).

In line with the above, Robbins (Badeni, 2014, p.126) defines leadership as the ability to influence groups toward the achievement of goals. Leadership can be defined as a person's ability to influence a group toward achieving goals. In language, the meaning of leadership is the strength or quality of a leader in directing what he leads to achieve goals (Sutarno, 2018, p.5). In leadership, at least includes three things that are interconnected, namely the existence of leaders and their characteristics, the presence of followers, and the existence of a group situation where leaders and followers interact (Soepardi in Sulistyorini, 2009, p.169).

While the Yukl opinion quoted by Gunawan and Benty (2017, p.542) that:

> *"Leaderdship is defined broadly as influence processes affecting the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work actives to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization".*

Wibowo (2015, p.281) said that leadership is essentially the ability of individuals to use their power to carry out processes to influence, motivate, and support businesses that allow others to contribute to the achievement of organizational goals. Susanto (2014, p.272) also emphasizes that the leader is the person most responsible for delivering an organization to achieve its vision and mission through the most effective strategy, structure and system. Effective leaders are able to inspire and move their followers to fight for the achievement of the organization's vision and mission. The

importance of leadership must be owned by a leader so Norman in Koswara and Halimah (2008, p.20) also said that leadership is a combination of strategy and character. If you have to act without one of the two, it's better to act without a strategy.

Leadership and position are trustworthy. In the Big Dictionary of Indonesian Language it means trust as something entrusted (entrusted) to others. Meanwhile, according to Quraish Shihab in Tafsir Al Misbah, trust is something that is left to another party to be maintained and returned if the time comes or if requested by the owner (Achroni, 2015, p.16-17).

The elements involved in the leadership situation according to Muwahid Shulhan in Sulistyorini (2009, p.169) are: 1) people who can influence others on the one hand; 2) people who get influence on the other hand; 3) certain purposes or objectives to be achieved; and the existence of a series of certain actions to influence and to achieve certain goals or objectives. Agreeing with the above, Permadi and Arifin (2012, p.39) conclude that in the definitions of leadership include: 1) the existence of a person called a leader; 2) the existence of groups led; 3) the existence of a goal; 4) activity; 5) interaction; and 6) the existence of power.

Basic benefits if the organization applies the leadership principle according to Permadi and Arifin (2012, p.11) as follows:

1. People will understand and be motivated towards the goals and objectives of the organization.
2. Activities will be evaluated, adjusted and applied in a unified way.
3. Minimizing communication errors between levels in the organization.

The term leadership in the field of education, according to Ali (2016, p.2), namely: the leadership as a subject of matter is the theme of influence achieved from directing the subordinate through strategic leaders in educational sectors. Leadership as the subject of the problem is the theme of the influence achieved from directing subordinates through strategic leaders in the education sector.

A good leader is the dream of all his men. The ideal requirements for leaders according to George R. Terry quoted by Rohmat (2010, p.10-11) as follows: 1) mental and physical energetic; 2) stable emotions; 3) good human relations knowledge; 4) good personal motivation; 5) capable of communicating; 6) capable of teaching, educating, and developing subordinates; and 7) experts in the social field, knowledgeable in technical, and managerial matters. While Horold and Cyrel O'Donnel say that the characteristics of a good leader are: 1) a high level of intelligence; 2) attention to overall interests; 3) capable of speaking; 4) mature in emotions and thoughts; 5) have strong motivation; and 6) having an appreciation of work.

The above is said that one of the characteristics of a good leader when having a high level of intelligence. The intelligence that must be possessed by a leader includes: Intellectual Quotient (IQ), Adversity Quotient (AQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). IQ is the intellectual ability to solve problems, AQ is the ability to make life stay optimistic in dealing with problems, EQ is a personal ability to make him aware of social problems and able to live together, while SQ is a personal ability to move himself to something meaningful and always associate with things that are completely unlimited (Susanto, 2014, p.275).

In line with the statement above, according to Sutarno (2018: 7), the nature that should be owned by a good leader, if it has: 1) social perception; 2) high intelligence; and 3) emotional stability. Suryadi (2011, p.69) also said that leadership will run effectively and efficiently if it is carried out by a leader who is honest, responsible, transparent, intelligent, understands the duties and obligations, understands its

members, is able to motivate, and various good qualities contained within a leader. Similar to the statement above, Wibowo (2015, p.282) also said that the most important traits possessed by a leader are: 1) having a personal drive at a high level, characterized by energy, consideration, willpower, and ownership; 2) the desire to lead, indicated by motivation to influence others; 3) personal integrity, indicated by feelings of ethics, honesty, and truth; and 4) self-confidence, shown by optimism, confidence and self-dedication as leaders.

In addition there are five basic abilities that must be possessed by each leader, namely: 1) clear vision; 2) hard work; 3) perseverance that is full of fortitude; 4) humble service; and 5) strong discipline (Sutarno, 2018, p.15-16). Whereas the requirement to become a leader according to Sutarno (2018, p.9) is full of confidence, initiative, attraction, and cooperation. Stodgill in Kartini Kartono states that leaders must have advantages, namely: 1) capacity (including: intelligence, alertness, speaking ability or verbal facility, ability to assess); 2) achievements (including: bachelor's degree, science, acquisition in sports, arts etc.); 3) responsibility (including: independent, initiative, diligent, resilient, confident, aggressive, desire to excel); 4) participation (including: actively having high socio-mobility, being able to get along, be cooperative or work together, adapt easily, have a sense of humor); and 5) status (including: socio-economic position is quite high, popular, popular) (Sutarno, 2018, p.9-10).

Toto Tasmara as quoted by Suryadi (2011, p.69) states that leadership does not only influence so that other people follow what they want. For a Muslim, leading means giving direction or vision based on spiritual values, presenting themselves as role models, and providing inspiration for subordinates to carry out tasks as divine calling, so that they lead based on vision or are able to see and reach into the future (visionary leadership) .

Broadly speaking, according to Mulyasa in Rohmat (2010, p.15-17) the study of leadership is divided into three main approaches, namely: 1) nature approach (basing on traits that make a person successful such as physical strength, essential hospitality, and intelligence); 2) behavioral approach (specific behavior of leaders in the framework of activities affecting followers); and 3) situational approach (leadership emphasizes the function of the situation rather than personal quality and is the quality that arises because of the interactions of people in certain situations).

In the educational perspective, the understanding of educational leadership is the ability of educational leaders to influence teachers, administrative staff and students in achieving educational goals and optimizing the resources possessed by education (Rohmat, 2010, p.44-45). While the principal's leadership is the way or effort of the principal in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, parents, and other related parties, to work / play a role in achieving their intended goals (Ministry of Education National, 2000, p.11).

Leadership principles that generally apply as follows:
1. Constructive, meaning the principal must encourage and foster each staff to develop optimally;
2. Creative, meaning the principal must always look for new ideas and ways of carrying out his duties;
3. Participatory, meaning encouraging the involvement of all parties involved in each activity in the school;
4. Cooperative, meaning that it emphasizes cooperation with staff and other parties involved in carrying out each activity;

5. Delegative, meaning trying to delegate tasks to staff, in accordance with the description of the duties / positions and their abilities;
6. Integrative, meaning always integrating all activities, so that synergies are generated to achieve school goals;
7. Rational and objective, meaning that in carrying out tasks or acting always based on ratio and objective considerations;
8. Pragmatic, meaning in setting policies or targets, the principal must base on the conditions and real abilities that the school has;
9. Exemplary, meaning the principal can be a good example;
10. Adaptable and flexible, meaning the principal must be adaptable and flexible in dealing with new situations and also create work situations that make it easier for staff to adapt (Ministry of National Education, 2000, p.13-14).

C. Effective Leadership

Effective is an action that can have an effect or effect, give results, succeed, efficacious, effective, useful, and so on. The word effective leads to an achievement of success, without considering efficiency. This is also confirmed by Koswara and Halimah (2008, p.9) who say that it effectively shows the condition of something after being treated, or shows the level of achievement of a goal.

While effective leadership is those who can adapt to varied situations that will determine the success of the leader. Personal satisfaction oriented leadership is preferred by subordinates (Koswara and Halimah, 2008, p.17).

Research on effective leadership behavior has been initiated in a leadership study from Ohio State University which concluded that followers perceive their boss's behavior can be categorized into two, namely "consideration" (leader behavior that is friendly and supportive, caring for followers, and paying attention to their welfare) and " Initiating Structure "(leader behavior that determines and structures its own role and the role of followers towards achieving the group's formal goals). The results of the study were then continued by researchers from the University of Michigan who focused on identifying the relationships between leader's actors, group processes and measures regarding group performance. From the study shows that there are three different types of leadership behaviors between effective and ineffective leaders. Effective leadership behavior is required to formulate a good vision (Rohmat, 2010, p.6-7).

In a journal written by David entitled Leadership: Effective Alternatives to Ineffective Leadership, it is said that: Effective leaders are thought to be dynamic, intelligent, dependable, high-achieving individuals (effective leaders are thought to be dynamic, gent intelligent, reliable, high achieving individuals). Agree with the statement, As'ad also said, leadership will be effective if the leader has high enough intelligence, communication skills, self-confidence, achievement motivation, and ambition. Whereas Burns said effective leaders must be able to involve their skills to make group members (teachers and staff) reduce their personal interests, but increase the interest of the group (Koswara and Halimah, 2008, p.54).

There are three characteristics related to leadership effectiveness according to Wibowo (2015, p.283-284): 1) Personality, personality: energy level, tolerance, stress, confidence, emotional maturity, and integrity; 2) Motivation, motivation: socialized power orientation, strong need for achievement, self-initiation, and persuasion; 3) Ability, ability: interpersonal skills, cognitive skills, and technical skills.

D. Headmaster

The Big Indonesian Dictionary (2013, p.671) states that the headmaster's words have meaning: the person (teacher) who leads a school; head teacher. While school managers are principals who plan, implement, supervise various educational programs to realize educational goals and improve school performance in the long term by considering the effects in the future (Ambarita, 2016: 39). And the school is an institution or organization that is authorized to organize learning activities (Sutarno, 2018, p.39).

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 Year 2018 Article 1 concerning Assignment of Teachers as Principals it is stated that: principals are teachers who are given the task of leading and managing educational units which include kindergarten (kindergarten), kindergarten Extraordinary (TKLB), Elementary School (SD), Extraordinary Primary School (SDLB), Middle School (SMP), Extraordinary Middle School (SMPLB), High School (SMA), Vocational High School (SMK), Extraordinary High School (SMALB), or Indonesian School Abroad.

The principal as an education leader by looking at the status and manner of appointment is included in the "status leader" or "formal leader", whose position plays the role of an education leader in the school that is his responsibility. The principal is required to fulfill the ability to lead, the skills to run his leadership, and have an attitude / behavior that places him as a role model for members of his organization. Lead ability is evidenced by the division of authority in accordance with the ability of the assigned teacher. Leadership skills are evidenced by the ability to work as a principal, communication is woven with members of the organization, and making decisions that do not interfere with the structure of individual involvement in the organization (Suryadi, 2011, p.71).

Mulyasa (2006, p.54-55) gives the characteristics of a principal must be a hard worker, dedicated (dedicated employer) and a merchant (having a thousand sense). This relates to school responsibility as a formal educational institution based on three factors, namely: formal responsibility, scientific responsibility, and functional responsibility (Sutarno, 2018, p.40). The principal's principal capital is to have leadership knowledge, both planning, organizing, implementing, and overseeing a broad range of school and education programs. In addition, the principal must show concern, enthusiasm for work, high discipline, exemplary, and human relations in the context of the realization of a cool and conducive work climate (Koswara and Halimah, 2008, p.17).

According to Mulyasa (2017, p.59-60), the principal's attitude and leadership behavior are as follows:

1. Having responsibility for the position entrusted to him;
2. Having high concern and commitment to achieve a meaningful position while occupying;
3. Enforce time discipline with full awareness that discipline is the key to success;
4. Carry out every task and activity with full responsibility, and always clear the meaning (value) of each activity in relation to improving the quality of graduates;
5. Proactive (taking the initiative to do something that is believed to be good) to improve the quality of education in schools, not only reactive (only carrying out activities if there are instructions);
6. Having the willingness and courage to complete every problem faced by his school;
7. Become a communicative leader and motivator for his staff to be more

accomplished, and not bossy (officials who only want to be respected and obeyed);

8. Have sensitivity and feel guilty about something that is not right, and try to correct it; and

9. Dare to correct every mistake explicitly and act wisely, and not be permissive (easy to understand, understand and forgive mistakes).

Principal leadership is related to various tasks and functions that must be carried out in realizing effective, productive, independent, and accountable schools. At least there are ten keys to the success of the principal's leadership, namely: complete vision, responsibility, exemplary, providing the best service, developing people, fostering a sense of unity and unity, focusing on students, management that prioritizes practice, adjusting leadership style, and utilizing expertise (Mulyasa, 2017, p.22-23).

As an important component of school organizations, principals must be able to provide quality services optimally. According to Kerr in Mulyasa (2017, p.6), in the current era of decentralization of education the principal is: *"The president in the multiversery, is the leader, educator, creator, initiator, wielder of power pumps, he is also an office holder, caretaker, inherittor, consensus seekers, persuaders, bottlenecks, but he is mostly meditators ".*

This is in accordance with the national education policy, that there are seven main roles of principals, namely as educators (educators), managers, administrators, supervisors (supervisors), leaders (leaders), creators of work climate, and entrepreneurs (Koswara and Halimah, 2008, p.54).

According to Minister of National Education Regulation No. 13 of 2007 concerning Standards of Principals / Madrasas stated that the competencies that must be possessed by principals are competence: personality, managerial,

entrepreneurial, supervisory and social (Gunawan and Benty, 2017, p.575).

In addition, the roles of principals according to Wahjosumidjo were quoted by Koswara and Halimah (2008, p.51-53) as follows:

1. The role of interpersonal relations, namely as: a) Figurehead, means symbol, with the understanding that the principal is considered a school symbol; b) Leadership (Leadership), the principal is a leader to mobilize all available resources in the school so that it can give birth to a work ethic and high productivity to achieve goals; and c) Connectors (Liasion), the principal becomes the link between the interests of the principal and the environmental interests outside the school. Internally the principal is an intermediary between teachers, staff and students.

2. The role of informational, namely as: a) Monitor, the principal always makes observations on the environment because there may be information that affects the school; b) Disseminator, principals are responsible for disseminating and sharing information to teachers, staff and parents of students; and c) Spokesman, the school principal disseminates information to the outside environment which is deemed necessary.

3. As a decision maker, namely as: a) Entrepreneurs, principals always try to improve school performance through various kinds of new program thinking, and conduct surveys to study various problems that arise in the school environment; b) People who pay attention to interference (Disturbance Handler), the principal must be able to anticipate the disturbances that arise by taking into account the situation and the accuracy of the decisions taken; c) People who provide all sources (A Resource Allocater), the principal is

responsible for determining and researching the person who will obtain or receive the resources provided and shared; and d) A Negotiator Roles, the principal must be able to hold talks and deliberations with outside parties in meeting school needs.

A leader who has high quality will succeed well in playing the three main roles, if he is able to communicate with subordinates, be creative, and be able to make decisions in the interest of the organization in achieving the specified goals.

Effective schools are schools that have good, transparent, responsible and accountable management standards, and are able to empower every important component of the school, both internally and externally, in order to achieve school vision and mission effectively and efficiently (Koswara and Halimah, 2008, p.10). There are three dimensions of effective school determinants, namely leadership, effectiveness, and efficiency are the main elements for educational success. Thus, according to Wahjosumidjo, quoted by Rohmat (2010, p.3), said that effective schools are schools that can achieve planned educational goals and the role of educational leadership becomes very fundamental in moving all components within educational institutions. Educational leadership has a very complex multi-function that is located as a manager, leader, educator or educator.

While effective principals must know, be aware, and understand three things: a) why quality education is needed at school; b) what must be done to improve the quality and productivity of the school; and c) how to manage schools effectively to achieve high achievements. The ability to answer all three questions can be used as a benchmark as a standard of eligibility whether an individual can be an effective headmaster or not. According to Greenfield, indicators of effective principals in general can be observed from the following three main things: first, commitment to the school's vision in carrying out its duties and functions; second, making the school vision a guideline in managing and leading schools; and third, always focus its activities on learning and teacher performance in the classroom (Mulyasa, 2017, p.19). In addition to the above, Koswara and Halimah (2008, p.17) add that effective principals are principals who in their performance always open themselves to teachers and other employees in discussing important issues.

To create an effective school, there are nine habits of effective principals according to Koswara and Halimah (2008, p.67-119), namely: 1) being a good listener; 2) regulating conflict; 3) conduct coaching; 4) managing time; 5) creating a vision; 6) decision makers; 7) communicator; 8) provide motivation; and 9) work management. Koswara and Halimah (2008, p.35-38) also mentioned that some important studies in developing quality school leadership, there are at least eight basic characters how effective school leaders can grow and develop. First, a school principal must realize the importance of maintaining a school vision and mission that is formulated together; Second, the ability to develop participatory abilities of teachers and students; Third, the concern of the principal for the teaching process; Fourth, the ability to manage learning information sources through personal monitoring; Fifth, policies that are transparent and open in the process of selection or recruitment of teachers and school administrative staff; Sixth, focus on the importance of processes and achievements in the academic field; Seventh, fosters the confidence and pride of the school community towards their school; and Eighth, monitoring and evaluation are selected and will be used by schools in order to measure the level of progress of students, teachers, parents, and school management.

Based on the results of his studies on various excellent schools that have successfully developed their programs, Martin and Millower and Willower and Kmetz cited by Mulyasa (2017, p.21-22) suggest effective headmaster indicators as follows:

1. Having a strong vision of the future of the school, and being able to encourage all school members to make it happen;
2. Have high expectations of student achievement and the performance of all school members;
3. Always program and take time to make observations on various teacher activities and learning in the classroom and provide positive and constructive feedback in order to solve problems and improve learning;
4. Encourage efficient use of time and design procedures to minimize stress and negative conflict;
5. Utilizing various learning resources and involving all school members in a creative, productive and accountable manner;
6. Monitor student progress both individually and in groups, and utilize information to guide learning planning; and
7. Conduct continuous evaluation and improvement.

In addition, several ineffective behavioral indicators and performance of principals were presented, as follows: 1) focusing their roles as school managers and budgets; 2) very disciplined in maintaining documents; 3) communicate with each person so that it wastes time and energy; 4) let the teacher do learning in the classroom without providing input and feedback; and 5) less able to manage time effectively and efficiently, and only provide little time for matters of curriculum and learning.

Mulyasa (2017, p.61) argues that, there are at least nine aspects that must be considered in creating effective schools, namely: school development planning, teacher and staff development, student development, involvement of parents and the community, rewards and incentives, discipline and discipline , curriculum and learning development, financial management and financing, and utilization of school facilities and infrastructure. Effective principal leadership is needed to support the successful implementation of effective school programs because leadership of the principal is the key to the success of the school. This is confirmed by Townsent quoted by Gunawan and Benty (2017, p.573) who stated:

"I have never seen a good school headed by a bad headmaster and a bad school usually led by a bad headmaster. I also found schools that failed to turn out to be successful, on the contrary successful schools suddenly declined in quality. The rise or fall of the quality of the school depends on the quality of the principal."

Effective principal leadership according to Mulyasa (2017, p.18-19) can be analyzed based on the following criteria:

1. Able to empower educators and education staff as well as all other school members to realize a quality, smooth and productive learning process;
2. Can complete tasks and work on time and on target;
3. Able to establish harmonious relationships with the community so that they can actively involve them in order to realize the school's vision and mission as well as educational goals;
4. Able to apply leadership principles that are in accordance with the maturity level of educators and other education personnel in schools;
5. Can work collaboratively with the school management team; and
6. Can realize school goals effectively, efficiently, productively, and

accountably in accordance with stipulated provisions.

In addition, principals are required to have high management and leadership skills to build effective schools with quality management characterized by several indicators as follows: (1) high learning and learning effectiveness; (2) strong and democratic leadership; (3) effective and professional management of education personnel; (4) the growth of a quality culture; and (5) smart, compact and dynamic teamwork (Mulyasa, 2017: 7). In its implementation, the success of the principal's leadership is strongly influenced by the following: 1) a strong personality (confident, brave, passionate, generous, and socially sensitive); 2) understand the purpose of education well (in order to explain to teachers, staff, students and other parties, and find the right strategy to achieve it); 3) extensive knowledge (field of duty and other fields); 4) professional skills (technical skills, human relations relations and conceptual skills) (Ministry of National Education, 2000, p.12-13).

Important things that must be considered in the leadership of the principal are philosophy: ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. That is, leaders must be able to set an example in doing something, leaders must always arouse the enthusiasm of all staff to submit ideas and then make it happen, and encourage and support each staff to appear to show their abilities (Ministry of National Education, 2000, p.16).

E. Conclusion

The success or failure of an educational institution depends on the leader, the principal. Leadership is a trait that a person has to influence, mobilize and inspire others to voluntarily realize agreed goals. While effective is the action taken to achieve the goal, and the principal is the person who leads the educational institution. The

principal who is effective in carrying out his duties as a leader is always a commitment to the school's vision as a guideline in managing his educational institution.

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